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example, they describe an adolescent girl as one whose breasts are beginning to grow.

The Kwoma class a person as an infant as long as he still suckles. He remains in this category from two to four years, depending upon various contingencies such as his health or the birth of a younger sibling.[9] The weaning period, the transition between infancy and childhood, lasts from one to two years. A Kwoma is usually somewhere between four and six years of age before he is established as a child. The childhood category for boys runs from the end of weaning to the first initiation into the age-grade cycle, which roughly coincides with pubescence. A girl enters adolescence with the ceremony that is held at first menstruation. The period of adolescence extends from the end of childhood to a ceremony in which the boy or the girl is cicatrized. This takes place at about sixteen or seventeen, usually just before marriage for the boy and just after marriage for the girl. All persons who have been cicatrized are classified as adults.[10]

In addition to the maturation hierarchy, there is a system of age grades. A boy is initiated into the first of the four grades at adolescence, and into each of the next higher grades at approximately five-year intervals thereafter. While he is a member of each grade, he is permitted to wear a type of hair ornament which symbolizes his position.

In addition to the categories based on kinship, locality, and age, the Kwoma divide themselves into a variety of groups for the purpose of carrying out economic activities. A brother and sister before they are married, or a husband and wife after marriage, constitute a team to extract sago flour. The households of two or more brothers, or of a father

[9] Although a mother is theoretically prohibited from indulging in sexual intercourse while she is still nursing an infant, not all mothers abide by this rule.

[10] The aged also form a group which properly belongs in the maturation hierarchy. They have been arbitrarily excluded from this study. Old age begins technically when a person has gone through the age-grade cycle first as an initiate and then as an initiator. This puts it at approximately fifty years.

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CHAPTER II

INFANCY

854 KWOMA infants[1] up to the time they are weaned are never far from their mothers. It is, in fact, very seldom that they are not actually in physical contact [575] with her. Having turned over most of her household duties to [602] her co-wife or some female relative, the mother may hold the child all day and give it her undivided attention. She sits either on the earth floor or on a bark slab under the porch of the family dwelling with the baby nestling on her outstretched legs. At night the infant sleeps cuddled by her side. Whenever she has to move, she carries the child with her cradled in her arm, sitting on her neck, or, less frequently, straddling her hip. The hours that she spends sitting, however, far outnumber the total time spent in standing or walking around with the baby. This is especially true during the first few months, when she considers it dangerous to the child's health to leave the house. If the child appears robust at the end of three or four months, the mother may venture out to the house of a neighbor to visit and show off her infant, but she will not go beyond the limits of the hamlet [754] until the fontanel hardens. This precaution results from the belief that infants are especially susceptible to sorcery before this time and that they should therefore not be subjected to [574] undue risks. For the same reason any visitor except a close relative is unwelcome in a house where there is a newborn [123] infant. Two children were born in the hamlet during my stay, but I was not allowed to see either of them until they were about three months old.[2]

• 853 Hunger produces one of the earliest and most persistently

[1] The infants from whom most of the data were obtained were Yat's son Njan, who was born a few weeks after my arrival, Way's son Kadowan, who was born a few weeks after Njan, and Suw, the son of War, an infant who was slightly over three years of age, but retarded by yaws and malaria.

[2] This made the observation of infants extremely difficult and accounts in large part for the paucity of data in this chapter.

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recurring discomforts that an infant experiences. The mother 853 •
keeps her breast constantly available, so that for the most part the infant is able to satisfy this drive by merely exercising the innate sucking reflex. He does learn, however, that certain preliminary behavior is useful in bringing satisfaction more quickly and efficiently. He learns to turn his head to take the nipple in his mouth, to stop sucking from one breast when it becomes dry, and finally even to lift himself from a prone position to a vantage point from which he can suckle. Suw, one of the older infants of the hamlet, had learned to do all these things very adeptly. Kadowan and Njan, whom I first observed when they were three months old, depended almost entirely on the mother to lift them to the proper position, to help them get the nipple into the mouth, and to change the breast for them at the proper time. Nevertheless they already manifested some of these instrumental acts in incipient form.

Suw, who was almost old enough to be weaned, had learned 854
to grasp other objects besides his mother's breast and to put 856
them into his mouth. At times he even crawled about the porch floor in order to examine things which caught his interest. One of his first responses to these objects was to lift them to his mouth. Compared to ourselves, the Kwoma are exceptionally permissive toward this type of behavior. I once saw Suw with the blade of a twelve-inch bush knife in his mouth and the adults present paid no attention to him. As a result of such trial-and-error investigations, the child learns to discriminate between the edible and inedible. Mother's beads, father's adz, or brother's pith ball not only do not satisfy hunger but sometimes even hurt one's mouth.

Toward the end of infancy the Kwoma mother begins to 862
prepare her child for weaning by introducing foods other than milk into the diet. At first she bends over and transfers masticated food from her mouth into that of her child. Later she gives him a spoonful of soup or a bit of gruel. Even infants as young as Kadowan and Njan were given a small piece of pork to chew on; this probably served both as nourishment and as a pacifier.

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866 throwing himself on the ground screaming with rage. On another occasion he wept silently with his forefinger in his mouth. Usually, however, he would move away a little, look at his mother, and then move cautiously toward her again, as though in a state of conflict. Merik exhibited similar behav-
• 853 ior, but to a less marked degree. His mother had not respected the prohibition against cohabitation while still nursing, so that his infancy period had been cut somewhat short by the birth of a younger sibling. His behavior seemed to indicate that he had already learned that he could not hope to regain his infantile pleasures, but that he was not yet mature enough to turn to the childhood play group.

With weaning, then, many of the demands which the Kwoma child has learned to make during infancy become no longer successful. His mother no longer responds in the same helpful way to many of his requests. His demands to be taken into her lap, scratched, patted, or warmed, are now ignored. When she no longer heeds his demands, he becomes more vociferous. Unless he is in serious danger, however, she still does not cater to him. He then reverts to the earlier response of crying. When this fails, he tries other responses in his repertory. For example, one morning Kum's mother put on her net bag to go to the swamp to collect sago. Kum, observing her, said, "Mother, I want to go too." "No," she replied, "you must stay at home." Kum repeated his request more vigorously, but his mother did not heed him. Then he began to cry, but still without success. His crying increased in intensity until he was screaming. His mother, having finished her preparations, started down the path. Kum ran after her and clasped her leg, trying to hold her back, and shrieking. When she disengaged her leg he threw himself on the ground and rolled over and over in the grass.

If a child is too vociferous and persistent in his demands, he is actually punished. One morning Kum was calling to his mother, who was a short way down the mountainside gathering firewood: "Mother, come! I am hungry. Mother, come! I am hungry." She answered at first that she would be home

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854 an older sibling and then only under her direct supervision.
593 The father's duty with respect to the well-being of his infant
[754] is primarily to take special precautions against sorcery and to be ready to issue a strong anti-sorcery protest the moment the infant becomes ill. Unless he has a second wife or daughter old enough to work, he may have to cook his own meals, process sago flour alone, and make some reciprocal arrangements with the wife or daughter of a brother to supply his
[853] household with wood or water. The mother may not indulge in sexual intercourse during the infancy of her offspring lest she be forced to wean it while it is, according to Kwoma standards, too young. Thus the birth of an infant necessitates considerable changes in the habits of both its father and its mother and is a burden to them as well as a promised asset. Despite this, Kwoma parents may not express annoyance at these frustrations by hurting the infant in any way; they may not even punish it except very mildly and only under the circumstances which have been described. This prohibition seems to be effected more by the fact that it is incompatible with the strong wish for children than by any direct sanctions.

593 It is not necessary to repeat here the details of the behavior of Kwoma parents toward their child as he passes through the various stages from infancy to adulthood, since these facts may be inferred from previous chapters. It may simply be stated, however, that the parents take the final responsibility for their child's well-being and for teaching him to behave in the way that the culture dictates as right and proper.
[626] Parents who neglect their children are censured by other
[684] members of the hamlet. Takawur, for example, had to flee from the tribe after he attempted to rape War's wife. He left his young son, Gwamp, behind him at Kwoma. Way, Takawur's brother, took care of Gwamp. Although the event had occurred several years before, Takawur is still criticized for not providing for his son, whereas the rape is now no longer held against him.

602 Although a *brother* is separated from his *sister* when the
[591] latter marries and moves away from the hamlet, they con-

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121 of money, hearing words of praise, receiving affection, avoiding disgusting objects, and satisfying appetites are some of the common acquired rewards which are present in our society.

121 853 The Miller-Dollard paradigm may be illustrated from the Kwoma data presented in the previous chapters. An example will be taken more or less at random from each period in the life cycle in order to elucidate the terms of the paradigm. Kwoma infants when they are hungry turn toward their mother's breast and suckle. In this case the drive is hunger; the response is turning toward the mother's breast and suckling; the cues are the sight of the mother and her breast, and the feeling of contact with her; and the reward is the ingestion of milk. From many repetitions of this sequence an infant learns the habit of turning toward the mother's breast and suckling when he is hungry in the presence of the mother.

121 862 During the weaning period a Kwoma child learns not to cling to his mother.[11] In this case the drive is pain from being pushed away and the fear of being scolded, the response is staying away from the mother, the cues are the presence of the mother, and the reward is escape from pain and reduction of fear.

121 796 858 During childhood a Kwoma boy learns to avoid the house tamberan while ceremonies are being held. The drive in this case is anxiety (he is warned that he would die if he did so); the response is avoiding the house tamberan; the cues are the sound of the gong rhythms, the statements of others that a ceremony is being held, the sight of his father, *uncles*, and older *brothers* decorating themselves; the reward is escape from anxiety. In adolescence a boy learns to carry on secret love affairs with adolescent girls. The drives are sex, sex appetite, and anxiety (sex impells him to seek girls, sex appetite leads him to choose a girl culturally defined as attractive, and anxiety impells him to do so secretly); the response is the complex of behavior which leads to and includes sexual intercourse in the bush; the cues are the sight of an attrac-

121 893 836

[11] Not to cling to his mother should be thought of as a habit of avoidance involving active responses, rather than as the absence of a habit.

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permit him to discover the reward by free trial and error. There are three techniques of guidance: leading, instructing, and demonstrating.

The most primitive technique by which a teacher can make his pupil perform the correct response is by leading. To do this the teacher physically limits the random responses of the pupil so that he makes the right response more quickly, or so that he is prevented from making wrong responses. Such guidance is used by the Kwoma primarily when the pupil has not yet learned to talk and therefore cannot follow instructions. The following case illustrates the use of leading. Njan, while lying in his mother's lap one afternoon, began to cry and struggle. His mother lifted him up to her breast, and, holding his head with one hand, directed her nipple into his mouth with the other. Njan began to nurse. Had his mother not directed his head, he would probably eventually have found her nipple as the result of random movements and satisfied his hunger. The mother, by holding his head, prevented him from making errors and thus forced him to make the right response more quickly. Informants stated that mothers taught their children to defecate in the latrine by leading them there and holding them in the proper position. These are the only situations observed in which Kwoma teachers employ the technique of leading, though there may well be others.

Verbal guidance or instruction is probably the most widely used of all teaching techniques. As indicated in the preceding analysis of punishment, scolding, threats, warnings, and inciting, instructions normally form a part of these techniques. In other words, teachers usually motivate and guide at the same time. On rare occasions, however, when the pupil is already motivated by some other agency, a teacher need simply help the pupil to make the right response, or not to make the wrong response, by instructing him.

The following case illustrates the use of instructions as a teaching technique. Fit was trying to light the fire in my cook house one afternoon. A strong wind was blowing, and the matches kept going out. Mar, who was watching him,